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| PROJECT CALENDAR page 1 | | | | | | |
| **project: Planetary Pass** | | | **Time Frame: 2 weeks** | | | |
|  | | | | | | |
| MONDAY | TUESDAY | WEDNESDAY | | THURSDAY | | FRIDAY |
| **PROJECT WEEK ONE** | | | | | | |
| Notes | | | | | | |
|  |  |  | | Algebra 2: Kickoff  English 3: Kickoff  Show video of Greenpeace and the Whaling Industry. Students guess how many people are required to hug a whale. | |  |
| **PROJECT WEEK TWO** | | | | | | |
| **Notes** | | | | | | |
| Algebra 2: Use laptops to do online research into whale size and food consumption. Begin creating poster with scale drawings of whales and people.  English 3: Students read two op/ed articles on the whaling industry (half of students read each viewpoint). Fill out worksheet.  Ecology: Discuss whales as a population and why they eat what they do. Discuss the factors that influence population size. |  | Algebra 2: Teams use tape measures to measure the room dimensions and average arm span. Begin calculations on worksheet.  English 3: Students read the other viewpoint and fill out worksheet.  Ecology: Discuss limited resources and carrying capacity. Create and label the population curve. Discuss and apply linear growth rates. | |  | | Algebra 2: Students create scatter plots, fit functions, and make predictions.  English 3: Students create graphic organizer for persuasive essay. Discuss examples of other cultural behaviors that have negative environmental impacts.  Ecology: Discuss reproduction and migration paths. |
| project: | | | | | page 2 | |
|  | | | | | | |
| MONDAY | TUESDAY | WEDNESDAY | | THURSDAY | | FRIDAY |
| **PROJECT WEEK THREE** | | | | | | |
| Notes | | | | | | |
|  | Algebra 2: Students wrap up project.  English 3: Students create graphic organizer for persuasive essay. |  | | English 3: Students conduct either in-class or silent debate on points of view. | |  |
| **PROJECT WEEK FOUR** | | | | | | |
| Notes | | | | | | |
| Create mural on graffiti wall. |  |  | |  | |  |
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